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ABSTRACT

The model workshop described in this paper is intended to present the possibilities of organized self-advocacy for persons with mental retardation or other disabilities. Self-advocacy stresses dignity, respect, and making one's own choices. Information on planning a workshop covers length and size, date and time, speakers, location, transportation, the written program, materials and equipment, refreshments, publicity, cost, and follow-up. A variety of workshop topics are recommended, including: helping with a political campaign, accessibility, vacation planning, how to register to vote, raising money, the community of people with disabilities, laws and how they affect self-advocates, how to avoid becoming a victim of crime, being assertive, choosing the right place to live, experiences in self-advocacy, and rights and privileges. Suggestions are offered for different ways to give presentations including panel discussions, group discussions, debates, and audience involvement. Finally, ways to develop an active, ongoing self-advocacy group are addressed, including planning for self-advocacy, leadership, setting goals, maintaining group membership, holding quality meetings, and picking an advisor. A resource guide lists 44 books, manuals, videotapes, and other resources. (DB)

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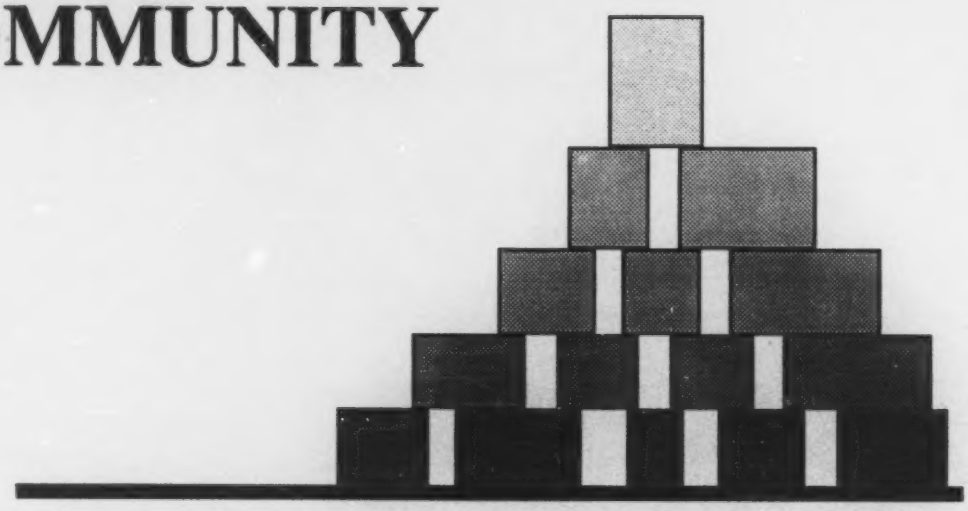
BUILDING SELF-ADVOCACY IN THE COMMUNITY



A Model Workshop to Begin a Self-Advocacy Group

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BUILDING SELF-ADVOCACY IN THE COMMUNITY

A Model Workshop to Begin a Self-Advocacy Group

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Prepared by the
ARC of the United States Self-Advocacy Committee

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Many people were involved in holding the first model workshop and the writing of this manual.

The work was started by the ARC's 1988 Self-Advocacy Committee and completed by the 1989 committee. Chairman of the 1988 committee was Ray Gagne of New Bedford, Mass. Other members of the committee were Elizabeth Muniz of Tucson, Ariz. and Irving Martin of St. Paul, Minn. The 1988 committee advisor, Anne Hutchins of Cambridge, Mass., must also be commended for the amount of important work she provided. Members of the 1989 committee are Ray Gagne, chairman, Nancy Ward of Lincoln, Neb. and Kevin Tracy of Austin, Tex. Brenda Doss of Jasper, Ala. is the new committee advisor. All of these people must be thanked for their input and help.

Special thanks needs to go to Gina Judy, executive director, Association for Retarded Citizens of Tulsa, Okla. for her help in forming and hosting the first workshop. Anne Hutchins and the Massachusetts Coalition for Citizens with Disabilities must be thanked for letting the committee use their materials in this manual. Thanks also goes to Ann Balson and Rick Berkobien in the ARC's Department of Research and Program Services for the time they put into this book. A last thanks goes to Bill Mitchell of the ARC's Governmental Affairs Office for his input.

It is hoped that the work of these individuals leads to the start of self-advocacy in communities throughout the United States.

PREFACE

The '80s have brought continuing change to the dynamic fields concerned with people with mental retardation and other developmental disabilities.

None of those changes has been as significant as the growth of the self-advocacy movement.

People who are blind, deaf or otherwise physically handicapped, have been speaking for themselves and enunciating their needs for years, but to have citizens with mental retardation joining together in advocating for themselves was a rarity no more than 10 years ago.

Today, as our understanding of, and experience with stimulating empowerment of people with mental retardation grows, we encourage choice, we encourage decision-making and we teach rights and the responsible exercising of them.

Self-advocacy was born, and we applaud it. But is it possible to applaud too much. I've noticed that when a self-advocate gives a committee report, we applaud that person. We don't, however, applaud other reports given by people without mental retardation.

Are we "impressed" that a capable self-advocate can read, speak and report?

This manual has been developed by the ARC of the United States Self-Advocacy Committee to help self-advocates join together. It suggests topics that will allow self-advocates to learn how to responsibly exercise their rights and thus participate in society to the greatest extent possible.

Barbara Sackett, President
ARC of the United States

INTRODUCTION

Self-advocacy is about people who have been called a lot of things, like "mentally retarded" and "developmentally disabled." Self-advocacy is about how labeled people have begun to fight against how others think about those with a disability. People labeled disabled are beginning to ask questions and talk about the problems they have in their lives. One person in self-advocacy from Washington says, "Speaking up and speaking out is self-advocacy. Making your own decisions, being more independent... this will help our voices count as real people." More and more people are beginning to speak out and help their friends speak out, too. This is self-advocacy.

So, how can self-advocacy help make people's lives better? What can each person or group do to change things? The answer is:
START TO ORGANIZE NOW!

Plan and hold a self-advocacy workshop. . . find other people who want self-advocacy and are willing to work hard to see things happen . . . select an advisor. . . choose a time and find a place for regular meetings. . . listen to each other and learn about rights. . . choose a problem to work on and then take action.

It is important to start here, at planning and holding a self-advocacy workshop. The people who are labeled disabled should be reading this book and taking the leadership role in planning the workshop. Other people who do not have disabilities should also be asked for their help. To make the self-advocacy workshop successful, it will take many different people with different skills and talents.

Start today, and remember: Self-advocacy can be many things, but it is always about doing as much for yourself as you can. Self-advocacy is about dignity and respect. . . and making **YOUR OWN** choices.

I. WHAT THIS WORKSHOP IS SUPPOSED TO DO

The self-advocacy workshop program is designed to let people learn that self-advocacy is for people with mental retardation and other disabilities. It is to help people who don't know about self-advocacy learn more about taking control of their lives and to make more decisions about themselves and their community. A good workshop will teach everyone who attends something new. It will help people who are labeled disabled, and even those who are not labeled disabled, learn more about the meaning of self-advocacy. And, it is important to remember that this workshop is intended to be only a first step in doing ongoing self-advocacy training. A workshop can be the start of self-advocacy activities that can change the way people think about themselves and how the community thinks about people with disabilities.

For the workshop to be successful it should:

1. Help people with disabilities learn about self-advocacy.

2. Show that doing things in self-advocacy can help all people with disabilities.

3. Share ideas about the rights of people with disabilities.

II. PLANNING A WORKSHOP

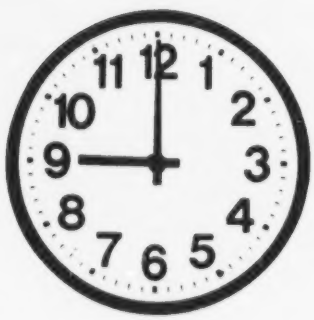
Planning a workshop can take a lot of time and needs several people working together to plan and hold the workshop. A

good way to handle all the work involved is to form a Planning Committee of several people who are willing to work together. The committee can divide up the different parts of planning or work together on each part of the workshop.

The following details should be taken care of by the Planning Committee:

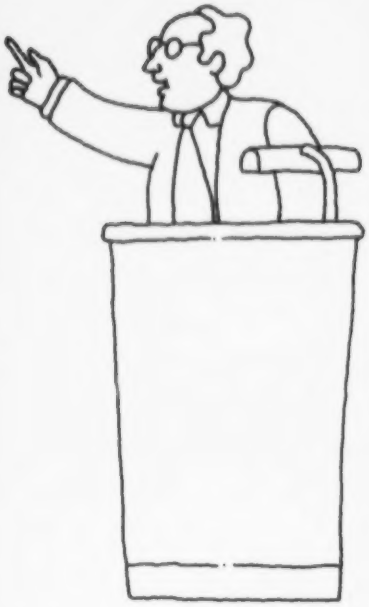
SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Length and size. The workshop should be presented to a group of about 25 people or less. The total length of the workshop should be around 3-5 hours long and include several different types of self-advocacy presentations. Each presentation should be 45 minutes to one hour long with a 10- or 15-minute break between each one for people to stretch their legs or go to the bathroom. And remember, it is important to the success of the workshop to allow time for a lot of questions and answers between the persons giving the talk and the group attending.



Date and time. Start planning the workshop at least several months before the date it is to be held. Set a date and time for the workshop when there will not be another important event. For example, don't plan the workshop on a holiday or when the community is planning a big event. Try not to have the workshop in the daytime during the week when many people have to work or go to school. Have the workshop in the evening, or better yet, on the weekend.

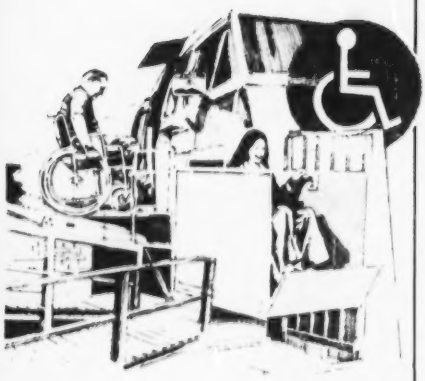
Inviting speakers. The Planning Committee should decide who they want to speak at the workshop. Then, each person selected to give a presentation should be contacted as soon as possible before the workshop date. It is probably best to make this one of the first things in planning a workshop, as people usually need a lot of notice to prepare a presentation and make sure they are free on that date. Ask speakers what type of special equipment they will need to give their presentation.



Some people might need an overhead projector, slide projector, tape recorder, TV monitor, VCR or other equipment. When the people agree to do presentations, send them a letter stating the day, time, place and type of presentation they are to give. Ask them in the letter again to make sure they let the Planning Committee know if they will need any special equipment.

Three weeks before the workshop, contact presenters again to make sure they are coming. Double-check to make sure they have the right day, time, place and type of presentation they are to give. Ask again if they will need any special equipment.

Location. Have the workshop at a place that is near the center of the city or community so that it is close to everyone. Make sure it's at a place where people in wheelchairs can get in and that the building has wheelchair accessible bathrooms. A local Association for Retarded Citizens (ARC) chapter, church, recreation center or other organization can be helpful in providing a meeting place. Other places like banks, utility companies and libraries might also have meeting rooms which they allow the public to use. The location should have a room big enough to hold all of the people expected at the workshop. Make sure the room has plenty of chairs and leave space for people in wheelchairs.



Transportation. Think about how people are going to get to the workshop. Transportation is a problem for many people and a lot of communities do not have buses. Think about how people are going to get to the workshop, especially if part of it is in the evening, a time when some people do not like to drive or walk. Perhaps a car pool can be arranged where people who drive or have transportation can give a ride to someone else.

Arranging for some transportation will help more people attend the workshop. Contact the local ARC, an area church or other organization and ask if they have a van or bus they will make available for transportation.

SELF-ADVOCACY WORKSHOP
APRIL 12, 1989
AGENDA

9:00-10:00 Opening Session
RAY GAGNE
Main Meeting Room

10:15-11:00 Workshop
MARY JONES, Rm. #301

11:15-12:00 Workshop
TIM BROWN, Rm. #215

12:00-1:30 Lunch
On your own

1:30-2:15 Workshop
JOE SMITH, Rm. #301

3:00-3:45 Workshop
JUDY GREEN, Rm. #215

4:00-4:30 Closing Remarks
ANN JOHNSON
Main Meeting Room

4:30 End

HELLO, MY NAME IS

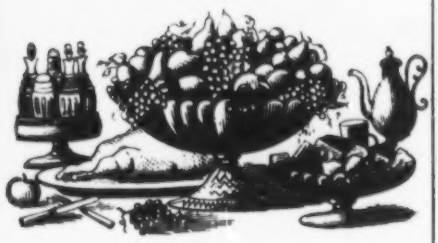
Written program. A written program should be prepared and given to each person as they arrive at the workshop. List who will be speaking at the workshop. Put down the time and room in which each person will be giving his or her presentation. Write the starting and ending times of each session and event.

Materials and equipment. Place a table at the entrance to the workshop with sheets of paper and pencils for people to sign in. Also, have name tags available for the speakers and members of the audience. As people arrive, have them write their name and address on the sign-in sheet and fill out a name tag and put it on.

Some people attending the workshop may be deaf and need the help of a sign language interpreter to understand the workshop. A person who is trained to interpret spoken language into sign language usually stands near the front where the presenter is speaking and interprets for people who are deaf. There are several different places to find someone to interpret in sign language. Contact the local public schools, vocational rehabilitation services or training center which helps people who are deaf. Ask these agencies if they know of someone who can interpret sign language. Many colleges also train people to interpret in sign language and keep a list of students who are good enough to interpret a workshop.

Make sure all of the equipment is set up and in the right place well before the beginning of the workshop. Then, test it to make sure it works. Also, have a chalkboard and chalk or large sheets of paper and felt-tip markers available for speakers to use.

Refreshments. Plan to have some punch or coffee to drink as refreshments. Remember, not everyone likes to drink the same things, so try to have different types of drinks. Have sugar-free drinks for people on diets or who are diabetic. Some



light foods or snacks such as cookies, crackers or cut vegetables with a dip might also be served.

The workshop can have a "social hour" planned sometime during the day or in the early evening after the workshop. The social hour is a time for getting to know people better. It should be in a comfortable room with just a few chairs and tables so people won't just sit down. A social hour is for "mingling" or walking around and getting to know many different people. A good social hour can have some soft background music and should definitely include refreshments. It should not become a loud party or a dance.

Remember, refreshments and social hours are nice to have at a workshop, but can be expensive and a lot of extra work. To cut down on costs, contact some local grocery stores or restaurants to see if they would be willing to donate food and drinks. Planning Committee members might also bring a refreshment from home to serve at the workshop.

Publicity. Plan how to let other people know about the workshop. Announce the workshop at the local ARC chapter meeting. Ask the local ARC newsletter editor to put a story about self-advocacy and the workshop in the newsletter. The story can be about a self-advocacy issue or perhaps about a person and his or her experiences in self-advocacy. Make sure to include all of the facts about the workshop (date, time and place) in the newsletter story.

There are different ways to let the public know about the workshop. Some of the Planning Committee members or a good artist in the group might want to draw posters with information about the workshop. The posters should look nice and contain information about the day, time and place of the workshop. They should also tell a little bit about self-advocacy. If there is a cost to attend the workshop, make sure it is listed on the posters. The posters can then be taken around to places

such as the library, schools and stores and hung up. Make sure to get someone's permission, such as the owner or manager, before hanging up a poster at any business.

A small flier can also be made and run off on a copy machine. The fliers, like the posters, should tell the day, time, place and a little bit about the workshop. A stack of fliers can be given to the vocational rehabilitation services, schools and other organizations to pass out to their clients or members.

The local newspaper and radio station might publicize the workshop. Contact them and let them know what is being planned. Also, most newspapers will list meetings free of charge. Contact the local newspaper about three weeks in advance of the workshop and give the newspaper editor the information about it.

The ARC has a very good and inexpensive book on how to get television, radio and newspaper help... most of it for free. The book is called *Good Ideas... of ARC Media Campaign Coordinators*. It can be ordered from the ARC National Headquarters or perhaps borrowed from the local ARC chapter.

Cost. An early part of planning a workshop is to find out how much the workshop is going to cost. A meeting space, transportation and other parts of the workshop may be donated free of charge, but there may still be some costs. For example, an organization may not charge to use a meeting room, but would charge a fee if the air-conditioning or heating system is used. A church may donate the use of their van for transportation, but they may expect the gas tank to be filled up when it is returned. Some people who give presentations may need to get paid for traveling to the workshop or charge a fee for their presentation. Add up all the costs that are known and discuss other possible fees or charges. A good Planning Committee will make sure it knows how much the workshop is going to cost so there are not unexpected bills at the end.

When the committee has an idea of how much the workshop will cost, a "funding source" can be located. A funding source is an organization, agency, group or individual that may be willing to give the committee some or all of the money for the workshop. Examples of good funding sources might be the local ARC chapter, service clubs (Kiwanis, Lions Club, etc.), local foundations or businesses that donate money to good causes. Other ways to raise money can include everything from car washes and bake sales to raffles and events in which people will pay to participate. Your local ARC chapter, other advocacy agencies or some of the resources in the last section of this manual can provide additional information on how to raise money.

Follow-up. After the workshop, plan to write a "thank-you" letter to each presenter or speaker and tell how much the group enjoyed his or her presentation.

Also be sure to send "thank-you" notes to everyone who helped in any way with the workshop, such as providing transportation, a meeting room or refreshments.

Finally, the group planning the workshop, the Planning Committee, should sit down and try to think about all of the details of the workshop from beginning to end. Discuss the date, time and place to make sure everything is right for holding the workshop. Talk about each topic being presented, who will be making the presentations, the equipment needed, the schedule of the presentations, and all of the other details. Try to determine whether there are any problems in what has been planned or if there is something that has been left out.

Don't be afraid to ask someone who has planned other workshops for their advice. A member of the local ARC chapter or another organization with workshop planning experience can help point out things that may have been

overlooked. Remember, good planning will help guarantee a successful workshop.

III. STARTING THE WORKSHOP

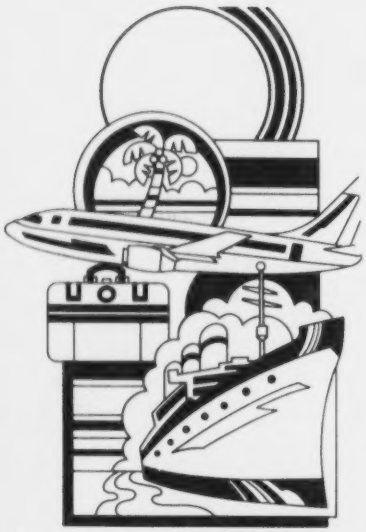
The workshop should begin by having all the people attending seated together in the same room. One of the workshop planners should give the whole group a short speech about self-advocacy and the reason for the workshop. This speaker might want to talk a little bit about the three things the workshop is supposed to do (from page one). After this, the speaker can give the audience any other important information, such as the location of the rest rooms and the times for certain activities.

The first speaker can then introduce the "keynote" speaker. The keynote speaker is someone who may be well known in the disability or self-advocacy movement and someone who can give a good speech to a large audience. It is important to get a keynote speaker who knows a lot about self-advocacy and can get the audience excited about learning more.

When the keynote speaker is done and there are no more announcements to the audience, the presentations on the different self-advocacy topics should begin.

IV. WORKSHOP TOPICS

A workshop in self-advocacy should have presentations on different topics. Some people might be interested in learning about one thing while other people want to learn something else. The Planning Committee should choose topics that the audience would find interesting and helpful. The number of presentations



and suggestions for good speakers are also areas the committee should discuss.

There are a lot of different topics which can be presented at the workshop. Below are examples of some good self-advocacy topics, but there are many more which would be interesting and informative.

Helping with a political campaign. Helping people who believe in equal rights for people with disabilities get elected or working to get good new laws passed is important. These are activities in which self-advocates can be involved. A presentation can be given to teach people how to go about getting involved in a campaign or the different types of jobs a person can do to help.

Accessibility. People who need the assistance of a wheelchair, people who are blind, those who cannot read well or think quickly and other people with disabilities are concerned about accessibility. Accessibility is insuring that buildings, busses, sidewalks and other places and services are built or made in a way that does not prevent people with disabilities from using them. A good presentation can be for someone to explain accessibility, give examples of how it affects the lives of people with disabilities and ways to improve accessibility.

Vacation planning. Many people have never had to plan their own vacation. A travel agency or people who have traveled a lot can give a presentation on this topic. Some travel agencies have information on vacation places which are accessible for people with certain disabilities. A group of self-advocates may even choose to plan and enjoy a vacation together.

How to register to vote. A person must be registered to vote. Registering means to have your name listed with the

government saying that you are legally able to vote in elections. Someone from the city or county can teach people how to go about getting registered. The presentation can tell why registering is necessary and perhaps even help people at the workshop fill out a voter registration form.

Raising money. Self-advocacy groups soon learn that their organization and activities cost money. A member of the local ARC chapter or someone else who is good at raising money can teach people different ways to raise money for the group's activities.

The Community of people with disabilities. An important part of self-advocacy is to learn about other people, especially those with different disabilities. People with disabilities such as a person in a wheelchair, someone who is blind and/or someone who is deaf can give a presentation on their disabilities and self-advocacy concerns.

Laws and how they affect self-advocates. Self-advocates should know how current laws help them or keep them from being equal citizens. They should also know about "bills" (possible future laws) that will affect people with disabilities. A good presentation would be an explanation of how local, state and/or federal laws work and what they mean to people with disabilities. A politician or someone from the local or state ARC Governmental Affairs Committee can be invited to give a good presentation on this topic.

How to avoid becoming a victim of crime. A person can get their home burglarized, be robbed at gun point, have their money taken away illegally or have other crimes occur against them or their property. The police department crime prevention unit can usually give a good presentation on how people can protect themselves or their property from crime. The

presentation might also include someone who is good at self-defense teach people how to defend themselves in case of an attack.

Being assertive. Many people do not speak up for themselves. They often want or should say something, but stay silent or agree when they really want to disagree. Being assertive is an important part of self-advocacy. A presentation of different ways to become more assertive can help a lot of people who are disabled learn to speak up for themselves.

Choosing the right place to live. Getting the right apartment or house can be difficult and expensive if not done right. The city's housing office or the local supported-living program can talk about all the different kinds of places to live and the important things to know when looking for a house, apartment or other place. This presentation can also help people feel more comfortable about living more independently.

Experiences in self-advocacy. Several different people telling about how self-advocacy changed their lives can be interesting. These personal experiences can get others excited about the idea of self-advocacy. Have three or four people take 10 or 15 minutes each to talk about all the good and bad things that happen to them as they became self-advocates.

Rights and privileges. A workshop on self-advocacy should almost always have a presentation on rights and privileges. This is a topic that many people with disabilities know little or nothing about. Knowing one's rights and privileges, and standing up for them, is one of the most important ideas behind self-advocacy.

A presentation on this topic can start by asking the audience to be thinking about rights and privileges. A person who writes well can stand up at the front of the room with a chalkboard,

chart or easel. The speaker can then ask the audience to tell about different rights and privileges while the person at the front of the room write the ideas down. The person leading the presentation can also list some, such as the right or privilege...

- to have "life, liberty and the pursuit of happiness"
- to receive an education
- to make one's own choices
- to have privacy
- to get married
- to drink alcohol (if over 21 years of age)
- to live where you want to live
- to live with whom you want to live
- to vote
- to be free from discrimination
- to advocate for oneself
- to learn to drive a car

When the rights and privileges are listed, the person giving the presentation can talk a little about each one or get the group

to discuss them. Later on, they might be listed on paper, copied and handed out to people.

Presentations on rights and privileges can include all that are due to citizens of the United States. Presentations on this topic can also be given to certain groups. For instance, a presentation could be given on what the law says about wages and working hours for those who are working. Or a presentation could be on the rights and privileges of people who live in institutions or group homes.

NOTE: After any presentation on this topic, ask the group if they know what "responsibilities" go along with each right and privilege. For example, it is a right to be able to vote and decide on our leaders and laws. It is a responsibility to register to vote, to learn about the issues or candidate being voted upon, and to make sure to vote when an election comes up.

V. DIFFERENT WAYS TO GIVE PRESENTATIONS

Just as there are different topics in self-advocacy, there are also different ways to present these topics to make them more interesting. Too often, presentations are given by one person who stands up in front of the room and talks the whole time. This type of presentation is fine if the person speaking is a good presenter and can keep the audience's attention. Many workshops, though, can become boring and lose the audience's attention if there is not a variety in how presentations are given.

Workshops are much more interesting when presentations are given in different ways. Involve the audience in the presentation by encouraging people to ask questions or state their opinions. Have presentations that use videos, slide shows

or transparencies. Plan to have a variety of ways to present the workshop topics.

Here are a few ideas for different types of presentations:

Panel discussions. Have more than one person give a presentation. Two to four people giving a presentation can give the audience an idea of how different people think about a topic. Panel presentations also allow the audience to hear people who are experts talk about different areas of the topic. For example, a topic on employment might involve someone who knows a lot about fair pay, someone who knows a lot about different job opportunities and a person who is an expert at helping people find jobs.

Panel presentations can be made up of self-advocates, professionals or both. The local ARC chapter, self-advocacy groups, other advocacy organizations and/or state human rights agencies are just a few places where good people for a panel discussion could be found.

Group discussions. Pick two people, perhaps someone with a disability and someone who is not disabled, as group leaders. Select a topic or an issue on self-advocacy and involve the whole group in the discussion. The group leaders can begin the presentation by talking about the topic and then get the audience to discuss their ideas or opinions.

It is important to pick a topic that will get people to join in and discuss. Group leaders should be people who are good at getting others to talk. Showing a videotape or slide show on a self-advocacy topic and then asking people what they think about it is also a good way to get a group discussion going.

Debates. Debates are discussions where people who do not agree on a topic try to prove what they believe. Debates are good ways to give the audience an idea of different opinions and why some people think one way while others think another

way. For example, many people have different beliefs about federal bills (possible future laws). Some believe a particular bill would make a good law and others think the bill would make a bad law. A debate on a bill could have one or more people who think differently take sides and say why they feel the bill would be a good or bad law. When one person in a debate says why he or she feels a certain way, someone on the other side tells why he or she disagrees. Each side tries to prove why they think they are right. A person called a moderator introduces the speakers and makes sure both sides take turns in talking about their opinions.

Pick a topic having to do with self-advocacy and find people who have different opinions or disagree on the issues. Choose a moderator and have two or more people debate the issue. Leave some time at the end of the debate for people in the audience to give their opinions or ask questions. The people in the audience might also be asked to show hands for the side of the issue with which they agree.

Audience involvement. Presentations can often require that the audience be involved in some sort of activity. For example, a presentation on self-defense could require that each person in the audience demonstrate one of the self-defense moves the instructor has taught. Or, in an assertiveness training presentation, people in the audience could be expected to practice with another person how to say or do things with more assertiveness.

Presentations which require audience involvement can be good, but people should always know before-hand that they will be expected to participate in the presentation. Some people would rather sit and listen to a presentation rather than have to participate. People should be given the choice to decide if they want to attend this type of presentation. Some of these presentations also might require that the audience know ahead of

time to wear more comfortable clothes (for example, if they were going to have to sit on the floor).

VI. STARTING ONGOING SELF-ADVOCACY ACTIVITIES

A workshop in self-advocacy is a good way to either start a new group or add strength to a self-advocacy group that already exists. The workshop can bring in new people who don't know about self-advocacy, but are willing to get involved because of attending the workshop. When the workshop is held, be thinking about an active, ongoing self-advocacy group.

Plan for ongoing self-advocacy. A group of people interested in self-advocacy will need a place to meet. It must be a place that has enough meeting space for a group of about 25 people. It should also be a place people can get to if the community does not have a bus or other transportation system. Many cities do not have public transportation (this is an issue the group can work on), so many people depend on someone to drive them places. Choose a place to meet that is easy to get to and has enough places for parking. The local ARC chapter may have a building where the group can meet regularly. They may even have some space for a self-advocacy office. A self-advocacy group may want to pay for its own office space, telephone and other expenses, so make this part of the discussion on planning for ongoing self-advocacy.

Leadership. A group must have good leaders if they want to stay organized. Look for members who are willing to put their time and energy into helping the group. Ask the entire group to think about the people who would be the best leaders. Let the group vote for the best leaders or officers for the self-advocacy

group. Remember, look for leaders who are active and friendly, those who have good leadership skills and those who really believe in self-advocacy. Avoid choosing people who are always arguing with others or who do not attend meetings.

Set goals. For a self-advocacy group to be successful, there should be clear goals. Goals are something that a person or group would like to see happen, an end which a person or group can work toward. Goals help the group stay on track and decide what topics will be discussed in the meetings and what activities will occur.

In self-advocacy, there are two types of goals: long-range and short-range goals. A long-range goal, for example, might be for the self-advocacy group to help improve the community's public transportation for people with disabilities. A short-range goal is one that will help move toward meeting the long-range goal. An example of an activity to get to a short-range goal might be for the group to plan a meeting with the city's transportation officials to talk about the need for lift-equipped buses or better service.

The number of goals a group has and the type of issues they want to work on can be decided by the whole group. Then, by having goals to work on, the group can keep members interested and active in self-advocacy. Goals do not have to be long or hard to do. They are ways of finding out what people care about and help give a purpose to the self-advocacy group. When goals are finally reached, they give the group something to celebrate.

Don't lose people. Make sure that everyone who attended the workshop is told about the existing or planned ongoing self-advocacy activities. Contact these people again after the workshop and invite them to the meetings. Even if some people do not attend the group meetings, keep their names on the group's mailing list for awhile so they know what is going on.

Sometimes it takes people a little while before they attend and get involved in self-advocacy activities. When people do get involved in the group, keep them involved. This will help keep people coming back as regular members.

Hold good meetings. By now, the workshop has been held and good self-advocacy meetings are regularly taking place. Keep meetings interesting by asking other people to come to give short presentations to the group. Like at the workshop, look for people who are interesting and can get others excited about what they are discussing. Allow time for discussion and questions. Showing a good video or film on self-advocacy or another issue and then having a group discussion can be interesting. Or, have a meeting where one person leads the whole group in a discussion of an issue.

Don't have a presentation at every meeting. Have some meetings just for socializing. For instance, during the holiday season, plan to have a party or special meal. Once in awhile hold the meetings at different locations. Perhaps someone has a big home with a swimming pool and would invite the group for a swim party. Always try to leave some time at each meeting for socializing. An idea might be for the group to have two meetings a month, one for business and a presentation and one just for socializing.

Pick an advisor. According to Anne Hutchins, a long-time self-advocacy advisor and active member of the ARC in Massachusetts, an advisor should be someone who can assist with organizing the self-advocacy group. This person can assist with setting up the place, time and date of the workshop or other meetings. He or she can assist in contacting speakers, finding sources for money and meeting with other self-advocacy groups. An advisor should also be able to help in training leaders in leadership skills.

An advisor should be able to give advice knowing that it can be accepted or rejected by the group. An advisor must be a good listener and must know when to offer advice and when to keep quiet. A good advisor must be patient; honest with advice and criticism; understanding; and supportive of the group's goals, projects and activities.

Once the group gets organized, the advisor must be willing to stay in the background and allow the group to be independent in making those decisions that are important to the group. He or she must be willing to let the group "run the show." Above all, the advisor must believe in the purposes of self-advocacy and must really believe that self-advocates should speak for themselves.

VII. CONCLUSION

By now, everything in this manual has been read, discussed and planning for a workshop and ongoing self-advocacy in the community is under way. A lot of work will go into the workshop and self-advocacy group, but a lot of good will come out of it. Self-advocacy will make people more aware of rights and what self-advocates can do to take control of their own lives. This is what it is all about!

The hardest step about doing something like this is the first step of just getting started. DON'T STOP HERE! Keep reading and plan for an ongoing self-advocacy group that will make things happen in the community. Read over the resources at the end of this manual and learn more. The whole idea of self-advocacy is growing and learning, of becoming independent and in control of personal life decisions.

SELF-ADVOCACY RESOURCES

Reading about self-advocacy and learning more about what others are doing is important. The following books, manuals, videotapes and other resources are helpful.

Materials available from *ARC National Headquarters, P.O. Box 6109, Arlington, Texas 76005 (817) 640-0204:*

Good Ideas. . . of ARC Media Campaign Coordinators. ARC (1988). A 26 page booklet of different ideas and ways to increase public awareness of your organization. $2.00.

Self-Advocacy Programs Directory. ARC Self-Advocacy Committee (1989). A nationwide listing of self-advocacy groups. $2.00.

Voting. ARC (1988). A student brochure. Answers questions about voting: What is voting? Who can vote? When and how can I vote? Single copies free by sending request with self-addressed, stamped envelope. $12.50 per 100. Order # 30-8.

Voting: Preparing for Citizenship - A Guide for the Teacher and Citizen Advocate. ARC (1988). Flier on voting. Single copies free by sending request with self-addressed, stamped envelope. $12.50 per 100. Order # 30-7.

Materials available from *G. Allen Roeher Institute, Kinsmen Build., 4700 Keele St., Downsview, Ontario, Canada M3J 1P3 (416) 661-9611:*

(All prices quoted in U.S. currency. Add 10 percent of price for mailing to United States. All orders must be prepaid. Some discounts available for ordering quantities.)

Justice For Some: A discussion book on law for people with mental handicaps. Harvey Savage (1983). 95 pages. Case studies and answers to legal questions. $8.31. Order #1119.

People First: Advice for Advisors. Bill Worrell (1988). 84 pages. A handbook written for all who act as advisors to self-advocacy groups like People First or who want to act in this capacity. $8.31. Order #5036.

People First: Leadership Training Manual. Bill Worrell (1987). 57 pages. For those who want to know what the organization represents and how to start and operate their own group. $8.31. Order #5039.

This Book is About Rights. British Columbians for Mentally Handicapped People (1988). 22 pages. A clearly written and illustrated book for people with mental handicaps telling about basic human rights. $2.91. Order #5037.

Materials available from *Human Policy Press, P.O. Box 127, Syracuse, New York 13210:*

(All orders must be prepaid in U.S. currency and made payable to Human Policy Press. Institutions ordering over $15.00 may use official purchase order forms. Shipping and handling is $3.50 for each media package or $2.00 for each slide show. Other publications are 10% of the order or $1.50, whichever is greater. Add sales tax to New York residents.)

Handicapism. Doug Biklen & Robert Bogdan (1974). A slide show on predjudice, stereotyping and discrimination practiced against people with disabilities. Contains an action plan for attitudinal and social change. 139 slides, script and cassette tape included. $55.00.

Let Our Children Go. Doug Biklen (1974). A book which describes how parents and children with disabilities and their allies can fight for their own needs and rights. Advocacy means moving bureaucracies. The basic steps to successful organizing. $4.50.

Ordinary Moments: The Disabled Experience. Alan Brightman (ed.) (1985). This book contains the reflections of people with disabilities on their lives, experiences and struggle for human rights. $10.95.

Our Voice is New. Cindy Sutton (1986). A slide show which explains what self-advocacy is, why it is important, what issues are important and what self-advocates do. 114 slides, script and tape cassette. $50.00.

Understanding the Law. Steven J. Taylor & Doug Biklen (eds.) (1980). An advocates guide to the law and developmental disabilities. Contains a glossary of legal terms, a chapter on how the legal system works, the process of litigation, a layperson's guide to researching the law and hints on how to build a case. $4.25.

Materials available from *Kansas University Affiliated Facility, 3111 Haworth, University of Kansas, Lawrence, Kansas 66045 (913) 864-4950:*

A Self-Advocacy Curriculum for High School Students & Self-Advocacy Curriculum Teacher's Manual. Jacqueline Osborne, et al. (1987). A curriculum for secondary students. Fifteen lesson plans to teach students how to assess their own needs, teach legal rights and how to negotiate and communicate. Curriculum and Teacher's Manual. $8.00.

The Self-Advocacy Workbook. Nancy E.S. Gardner (1981). This is a large-print book written for people with disabilities. It covers many aspects of the self-advocacy group such as forming and running a group, finding an advisor, planning, committees and publicity. Each chapter introduces new terms, has a story, questions and answers and a checklist. $14.00.

The Advisor's Guidebook for Self-Advocacy. J. Jeff Woodyard. A companion book to The Self-Advocacy Workbook. Written for advisors, this book provides practical advice for self-advocacy group advisors. $5.00.

Systems Advocacy. Elaine Eklund (1978). A book on how people can become part of making social change through policies. $2.50.

How to Work With the System and Win! Barbara Gibbons & Jacqueline Osborne (1982). A book to give self-advocates some basic skills for negotiation. $3.50.

Keep Your Cool and Make the System Work for You. Ruth Sullivan (1982). Case examples of effective advocacy. $2.50.

Materials available from *People First of Washington, P.O. Box 381, Tacoma, WA 98401, (206) 272-2811:*

(Indicate the quantity and title of the materials you wish to order. Please make check or money order payable to People First of Washington -- no cash please. Postage and handling are included in the prices quoted above. Add 10 percent for postage when ordering outside the United States. If your organization is unable to pay for requested materials, People First of Washington will attempt to provide as many of the materials as possible.)

Assertiveness. 12 pages. A curriculum for teaching the difference between non-assertive, assertive and aggressive behavior. Includes graphics for non-readers and skits for practice. $1.00.

Evaluating Programs (Seminar). 8 pages. Description/discussion of how programs can help/hurt persons with disabilities. Suggestions for change included. $.50.

History & Goals of People First of Washington. 8 pages. A complete history of how and why People First began in Washington. Follows the growth of the organization to include 35 chapters and over 1,000 members. $.50.

Officers Handbook. 21 pages. Information on the duties, roles and responsibilities of a good officer. Includes guidelines for setting up an agenda, conducting a meeting, voting on chapter issues and electing officers. $2.00.

Participation in Your Individualized Service Plan. 18 pages. A complete guide to use when developing your Individualized Service Plan or Individualized Educational Plan. Over 100 illustrations are used for persons who have difficulty reading. $2.00.

People First. 48 pages. An encompassing look at People First support groups, meetings, elections, workshops, conventions and core groups. $4.00.

People First Newsletter. 8 pages. Published quarterly to keep its readers up-to-date about People First. $5.00 for out-of-state requests.

Renting an Apartment. 14 pages. Includes specific information on what to look for when signing a lease, landlord and tenant duties, paying rent, eviction and moving out. $1.00.

Role of an Advisor. 20 pages. A chapter from the book, International Self-advocacy Leadership Conference which gives advisors input that may assist them as they begin to advise a People First chapter. $2.00.

Self-Advocacy Is. . . 1 page. A brief, illustrated description of what People First members feel self-advocacy is all about. Free.

Setting Goals. 2 pages. An illustrated approach to help a chapter survey its members to determine what their priority goals will be. Free.

Speaking Up & Speaking Out. 89 pages bound. This book is the story of the International Self-Advocacy Leadership Conference that was held in Tacoma,

Wash., in July of 1984. We feel that this is a great source of information regarding self-advocacy by citizens with developmental disabilities. $11.50.

Starting a People First Chapter. 13 pages. A "grass roots" approach to starting a local chapter in your community and ensuring that its growth continues. $.50.

Successful Meetings. 9 pages. A step-by-step description of how to organize a meeting that allows all participants to be actively involved. $.50.

Voter Education. 14 pages. A four-part curriculum on the rights and responsibilities of voting. Describes each of the federal, state, county and city governments and the officials for which one votes. $1.00.

What We Want From Employment Programs. 13 pages. Offers suggestions to employment program providers about what consumers are looking for in their employment program. Illustrated. $1.00.

What We Want From Residential Programs. 12 pages. Offers suggestions to care providers about what consumers are looking for in their residential program. Illustrated. $1.00.

Worker's Handbook. 12 pages. A helpful guide for employers to use in developing handbooks for their workers. Illustrated. $1.00.

Materials available from other sources:

Self-Advocacy for Persons With Developmental Disabilities. Philip Browning & Cindy M. Rhoades. Five programs on videotape covering an overview of the self-advocacy movement, starting a group, role of the advisor, officer training and organizing a convention. Package includes videotape and Teacher's Guide. (Free 30-minute video "People First" with purchase). $149.00 plus 8 percent for shipping and handling. Rental is also available. Order from James Stanfield Publishing Company, P.O. Box 1995B, Santa Monica, Cal. 90406. Toll free 1 (800) 421-6534. In California call collect (213) 395-7466.

Speaking for Ourselves. National People First Project of Canada (1988). A 17-minute videotape featuring Patrick Worth, President of People First of Ontario, speaking on how People First made him a strong self-advocate and on issues of sheltered employment and real employment. $18.28 (U.S. currency, includes shipping & handling). Order from National People First Project, Kinsmen Building, 4700 Keele St., Downsview, Ontario, Canada M3J 1P3. (416) 661-9611.

We Can Do It. National People First Project of Canada (1987). A 30- minute award-winning videotape on self-advocacy. $150.00 plus $5.00 shipping & handling. Order from Landmark Films, 3450 Slade Run Dr., Falls Church, Vir. 22042. Toll free 1 (800) 342-4336. Purchase orders or prepaid orders only.

We Can Speak for Ourselves. Paul Williams & Bonnie Shoultz (1984). A book of practical advice to help self-advocates, parents and professionals learn about the rights of people with developmental disabilities. This book was written for and by a group of self-advocates. $17.95 plus $3.00 shipping and handling. Order from Brookline Books, P.O. Box 1046, Cambridge, Mass. 02238. (617) 868-0360.

We the People. ARC/Florida (1988). An illustrated book on the basic rights of self-advocates including government benefits, independent-living and voting. $2.00. Order from ARC/Florida, 411 E. College Ave., Tallahassee, Fla. 32301. (904) 681-1931.

We the People. ARC/Florida (1989). A 15-minute videotape providing step-by-step instructions on how to set up a self-advocacy group. $3.00. Order from ARC/Florida, 411 E. College Ave., Tallahassee, Fla. 32301. (904) 681-1931

Whatever You Decide: A Workbook for Teaching People Who Are Mentally Retarded How to Make Choices and Assert Themselves. Jennifer Moore-Johnson (1983). This book provides a program for teaching decision-making and assertiveness skills to consumers at all levels of comprehension. It introduces several effective approaches for teaching (for example, using role plays). $8.25. Order from Advocating Change Together, Inc., 2025 Nicollet Avenue, Minneapolis, Minn. 55404. (612) 871-7520

PLEASE NOTE:

The Association for Retarded Citizens of the United States cannot guarantee the quality, content or price of any of the above materials not published by ARC of the United States. Consumers are urged to contact each vendor before purchase to insure proper prices and quality of products.

NOTES